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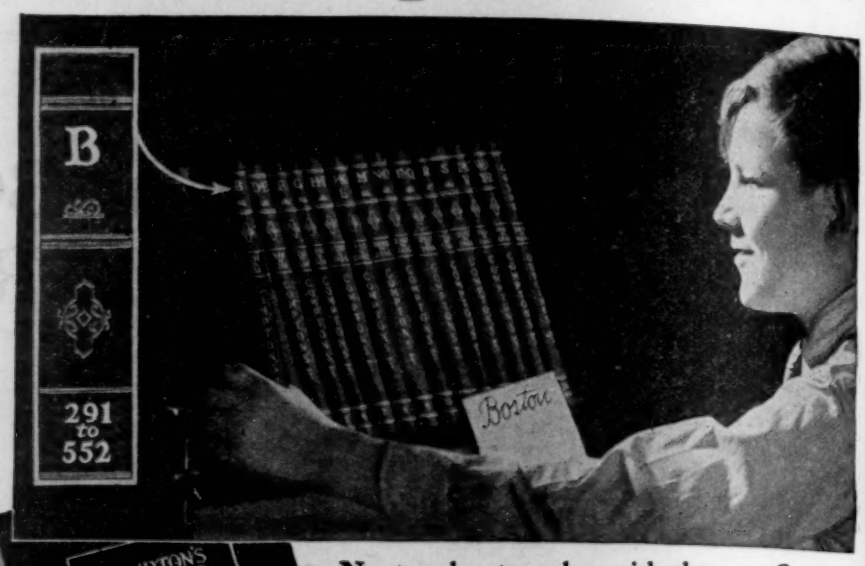

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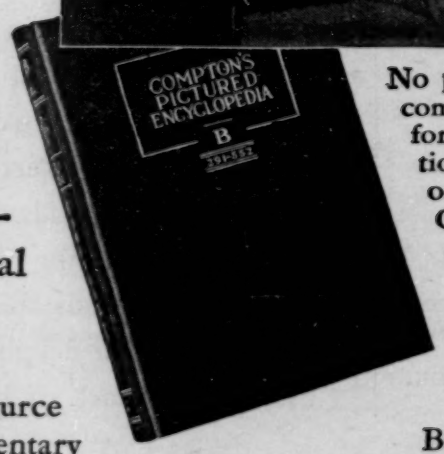

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JOURNAL OF EDUCATION

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Editorials

City School Tragedy

FINANCIAL depressions affect city taxes, and school taxes are easiest to attack and the most difficult to befriend.

The city superintendent is the natural target because he has been publicly responsible for the advocacy of all tax boosting for schools.

In the decade from 1920 to 1929 school taxes were inflated more than in a quarter of a century prior to that decade.

City superintendents were the successful promoters of all school tax boosting in that decade. The greater the tax increase in a superintendent's section of a state the greater his fame inflation.

The effect of the tax crisis of the last two years, the deflation of all values, and the fearful increase of unemployment have affected the city schools first, and the election of city superintendents within the next four months will be the first opportunity the distressed taxpayer will have to express himself.

There were city elections late last year in which some of the best superintendents were unexpectedly ousted. One city superintendent who won easily had been exuberantly praised by the Journal of Education and its editor, by school men and publications.

Early this season two highly efficient city superintendents in one state were threatened with what appeared to be sure defeat, but a rally of public sentiment from national influence saved them.

Every city school system can be saved if the same harmony and tolerance that prevailed at the Los Angeles meeting of the National Education Association in July can be kept up until Christmas.

A Poised Superintendent

IN THESE days of heartaches over brutal treatment of several of the best superintendents we wrote one who was recently re-elected unanimously with resolutions of high praise by the school board, and given a banquet by the teachers. It is a city that for several years was nationally notorious for its treatment of its superintendents. We enjoyed writing this superintendent a con-

gratulatory letter, to which we received the following reply:—

> "If I may venture an opinion as to why I am keeping my 'poise,' it is that I am interested wholly in serving the schools to the best of my ability and have not had my heart set on something ahead, trying to find my satisfaction daily in doing my task to the best of my ability. This has been my practice ever since I came to . . . as a teacher of the high school. Since coming here I have never asked for either a promotion or an increase in salary, though I have received both at the hands of the Boards by being promoted to assistant principal, acting principal, and principal of the high school, and finally to superintendent of schools, for which I never either directly or indirectly made application; so if there is any explanation of what seems to you to be a queer anomaly among superintendents at this time, this may be the solution."

Rural School Chorus

THE Rural School Chorus has captured the world almost as spectacularly as President Hoover rescued world depression, and Dr. Charles A. Fullerton, for a quarter of a century musical director of Iowa State Teachers College, Cedar Falls, is being credited with the creation in Europe and America.

Mr. Fullerton recently broadcasted the account of the Iowa achievement at the commencement of the Chicago School of Music. He has been invited to attend the Anglo-American Music Alliance at Lusanne, Switzerland, this month, and demonstrate his achievement in Iowa.

Dr. Fullerton has had state supervisors teach more than 8,000 teachers in one-room schools in 93 of the 99 centres of the state; teach more than 150,000 country children to sing so that they enjoy singing and do chorus singing to the delight of the people at various local, county, and state occasions.

The Iowa Choir plan has suddenly spread from coast to coast and over seas. We commented on this editorially early in the decade, and this glorifying of the attainment of fame by the man with whom I rode about the state to hear rural choirs before the day of Henry Ford, is one of the joys of having grown old.

Journalism in Chicago

IN ACCORDANCE with his purpose to keep youths in high schools and give them extended courses that will equip them for adult work without having them take adult jobs while they are youths, Dr. Bogan has Assistant Superintendent Benjamin F. Buck and District Superintendent of Evening High Schools Willis F. Tower prepare a course of study in journalism, which meets every condition so attractive to youths that they are content to stay in school, so true to real journalism that they are genuinely promotive to public school interests while students.

The "Course in Journalism" is of high professional service to teachers of English and others who have any important part in magnifying efficiency as journalists.

Horatio G. Bent

HORATIO G. BENT of Bloomington, Illinois, who died of heart disease at his home on June 16, at seventy-three years of age, was one of the most important city school officials of the United States.

He was on the city Board of Education for thirty-six years. For half of that time he was president of the board. He was a lawyer with an important practice for almost fifty years. He seemed to make the public schools his chief interest. He had the confidence of every one, was never opposed by any one, and the city always did what he wanted done.

He attended educational meetings regularly, and knew about state and national affairs in education as much as any city superintendent. The telegram announcing his death came from a school man in Chicago.

He should have been president of the Illinois State Association. Even the National Education Association or the Department of Superintendence would have honored itself by such a choice.

Bloomington has named one of the best public school buildings of the state for Horatio G. Bent.

Memorial to Emma Dolfinger

MISS EMMA DOLFINGER, who died at her home in Forest Hills Gardens, Long Island, January 19, 1927, at fifty-six years of age, was director of health education of the American Child Health Association. She was born in Louisville, Kentucky, where most of her professional work was done till 1922, when she joined the staff of the Child Health Organization in New York City.

Two hundred of her associates in the Child Health Association have issued (Silver, Burdett and Company) an attractive and important memorial school text, "Health Horizons," prepared by Sally Lucas Jean and eight associates.

The twenty chapters of this rare text are so many "visions" of Emma Dolfinger from the heights she attained as a student of health problems and devotion to the promotion of health of individuals, institutions, cities, state and national horizons.

See review of "Health Horizons" in this issue

Belding's Page

For a Balanced Ration

MOST of the digestive troubles to which human flesh falls a prey are due to unbalanced diets. One person eats too much meat, another too much sugar, another tries to subsist upon strong coffee and orange peels or what not.

Results of unbalanced eating are likely to be expensive.

Mental health as well as physical may frequently suffer from unbalanced diets. The food is chosen because it is all practical or because none of it is practical. Or the student has a particular taste which governs his election of certain studies and his utter rejection of others equally important to a well-rounded life.

Those who counsel young people regarding the choice of studies need to be well balanced themselves. If they are overfond of one special item of intellectual food, they cannot very well give sound advice in dietetics.

It should be rendered exceedingly difficult for a boy or a girl to go up through the schools and the university and escape the sampling of certain curricular substances which belong in every well-rounded diet. Precise determination of what every student should know is, of course, a delicate, not to say impossible, task. But a resolution to maintain a reasonable balancing would help greatly.

Thunderous Beatings

PREDICTIONS that the next great war will mark the suicide of civilization are to some extent borne out by the aftermath of the struggle that ended in 1918. Stupendous readjustments are still going on. Financial and economic structures of governments proudly styled "great powers?" are quaking and have demanded extraordinary propping. America has done what may be only a small part of the emergency work it will eventually be called upon to do. Credits have been arranged for Germany. Credits have been arranged for Great Britain—by private banking interests of America and France. Our own government faces the most prodigious deficit in its existence, and announces that it will borrow a billion dollars. To be sure, the reason cited is the falling off of revenues due to business depression. But the depression is itself intensified and prolonged by a world situation easily traceable to the late war.

Those who have tried to frighten the nations into good behavior by tales of the awful enginery which would be let loose in the next war—those horrors of chemistry and electricity, and all the sciences diverted to an evil purpose—need not go so far afield for their examples. Such examples are all around us now.

The world is already in receipt of a thunderous thrashing. Human experience, that supreme schoolmaster, has been obliged to deal drastically with a recalcitrant race of men.

Whenever mankind reaches a stage in which it will listen to reason—deliberately putting aside the war habit—the periodic chastisements will be omitted—and not before.

Minnesota's Retirement Act

TEACHERS in Minnesota, outside the three cities of the first class and the state university, are affected by the provisions of a new Retirement Act, which appears to have been worked out with unusual care and foresight. The Minnesota plan encourages teachers to deposit five per cent. of their earnings with the state, to be accummulated and held to their individual credits until they shall have retired after teaching in the schools of the state for thirty years or after having reached the age of fifty-five. The sum standing to each teacher's credit may then be applied to the purchase of an annuity; and this annuity, whatever its amount, will be increased by an equal contribution from the state.

Open by voluntary agreement to teachers already in service, the Minnesota law is compulsory for new teachers except those under twenty-five; even for these it becomes compulsory as soon as they reach that age.

The justice of all pension and retirement laws of course depends upon the relation between such stipendiary amounts and the salaries which have been received. Salary plus stipends should be sufficient in amount to compensate the worker. It would be more salutary for the teacher, perhaps, to have all payments in the form of salary during years of service, as is the case with others in the community. But a law like that of Minnesota makes security for old age dependent upon a certain degree of personal thrift, and offers a sort of bonus for years of faithful endeavor. The fact that public sentiment is behind such a measure, is proof that the citizens do appreciate the value of the teachers' activities, and do desire that those who have given their lives in this way be fully recompensed.

Anson W. Belding

Associate Editor.

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

I—Classroom Heckling

"The pupil pauses to complete a breath when up go a score of hands or some one shouts an answer." Teachers also heckle, declares the author in this first article of a series.

AT THE Superintendents' National Education Association meeting in Detroit a little while ago the question of prohibition was forced to a vote. Dr. Daniel J. Kealey made a ten-minute talk against the Eighteenth Amendment. I don't agree with him, and, apparently, almost none of the convention did. Nevertheless, Dr. Kealey had a right to present his point of view.

According to the press report Dr. Kealey's talk was interrupted frequently by shouts of "Throw him out," "Take him away," "Sit down." Presumably the hecklers were school people, doubtless school superintendents. Such mob behavior by those entrusted with guiding school children in good citizenship is unthinkable.

All the rest of the audience were wounded for the transgression of these few. But wait a minute. Practically every school official who was present is identified with a public school where heckling is practiced in the classroom from the kindergarten to the end of the twelfth grade.

Of course pupils rarely use the language alleged to have been used at the Detroit convention. Nonetheless it is, in principle, the same.

A pupil of the second grade or tenth rises to recite or, in his seat, attempts to give an answer or to venture an opinion. He pauses to complete a breath or draw a second one, when up go a score of hands to interrupt, or some one shouts an answer or remark. Most often it is limited to hand-heckling. The spirit of the hecklers is: "Sit down," "You don't know," "I'll tell you," "Give me a chance"; "Teacher, call on me, me, me!"

The heckling classmates are not trying to be helpful. They had never felt more selfish. They are pleased to see their faltering comrade fail and fall that on his body they might rise to glory. Hardly a moral situation. Does any one believe that pupils can be well trained in good attitudes and habits of citizenship under such conditions?

What about the personality of the pupil who is heckled? Be it remembered that practically every pupil at some time is in his place. He is exceedingly annoyed. Only an occasional one can concentrate entirely upon what he attempts to think or say. For him, of course, the distractions may prove stimulating. But for most pupils this almost universal practice is disastrous to his mental operation, to his expression, to his personality. How can he exercise in poise? How can he think effectively? The classroom often is the last place for a child to learn to think or speak with fluency.

Some adults learn in cultivated social intercourse to listen attentively, courteously and helpfully as others in their presence speak. They had hardly learned this habit of refinement in the schoolroom. And yet we boast of how we fit our children in the school for right living. We announce to the world that school is life. Well, the element of life we have been considering here is hardly one to be bragged about.

THE heckling habit of the classroom certainly is pernicious to the pupil's character and personality. I have a notion that it is growing worse day by day and year by year. In the first place there is a growing laxity of inhibitions taught at home and, curiously enough, parents of the intelligentsia pretty generally believe that modern psychology and theories of education teach that children should not be restrained, that the only thing that matters is that they shall express themselves. That others should also enjoy the right of self-expression seems to have been overlooked.

Naturally the teacher hits upon the hand-raising scheme as a mechanical device for keeping all the children from talking at once. She assumes that symbolic heckling is far better than heckling wholly uncontrolled. And she is right. I have a deal of sympathy with the teacher.

Is it too much to expect that if there were a concentrated effort, beginning with the children entering school, to train pupils in sufficient self-control and social consideration, that when one child speaks in the classroom all others will be helpful by keeping their hands down and their lips closed? Perhaps this ideal is beyond our reach. Nevertheless we should like to hope that in schools five hundred years in the future such a moral atmosphere is going to prevail.

It does no good merely to tell children never to raise their hands. Curiously enough some teachers who have supposed that the hand-raising habit is unwholesome have commanded their children never to raise the hand, but to look as if they knew, or to make a gentle sign such as holding the hand on the chest. What strange things then happen! A few other teachers have had the children stand to indicate their readiness to "be wise," on the assumption that the whole child should be less distracting than a part of him.

Not the machinery but the atmosphere is the vital issue. When pupils learn self-restraint and regard for other children, learn merely to exercise good manners in the classroom, where there is a homey fireside atmosphere, the hand-raising habit, and, therefore, the heckling habit will cease.

But we dare not be too optimistic. Nevertheless there is one thing that could be done if enough teachers could be counted on to co-operate; forbid pupils ever to raise their hands or to say a word while another pupil has the floor. It is definite and could be carried out. Even then there would be the teacher's problem with herself—to keep from heckling. How hard it is for her to live up to such an ideal is known only by the few who conscientiously have tried it.

Keep your lips sealed and you still may heckle by your looks and movements. I guess it would be easier for a camel to go through the eye of a needle than for a teacher always to make the child feel when called upon that he would in no way be interrupted, and that he might take all the time to corral his thoughts and express them that he felt he needed; and that, moreover, he need not hesitate to say deliberately: "I do not know."

Visual Aids to Instruction

By P. GABRIEL

Instructor in Commercial Geography, Cliffside Park High School
Grantwood, New Jersey

The rapidly growing use of pictures in the schools is a significant phase of modern improvement. Film libraries are increasing in number. Television in the classroom may be just around the corner.

After a biology teacher was through describing a rare animal to the class, one of the students raised his hand, and asked him: "What does it look like?"

Many a time no such question is asked to bring out the complete or partial failure in one's teaching. In the foregoing instance if each student were asked to describe the animal, no two answers would be alike. On the other hand, if the teacher had tried to secure a picture of it and then supplemented his talk with this picture the possibilities are that each student's impression of it would be alike and true.

Visual instruction must not be the end in itself but only a means to an end. It should be used to supplement the regular classwork: Visual aids may be used effectively in *any* subject, but more so in such subjects as Commercial Geography. My measurements along this direction have proven conclusively that the student secures a more accurate and detailed knowledge; that he absorbs it quicker and retains it longer; that study steps out of being a burden and turns into pleasure and added interest.

The securing of best results in visual education depends upon the attitude of the teacher. There are two attitudes, the passive and the active, one of which every teacher adheres to. One cannot have both. One cannot be a conservative and a progressive at the same time. There is a wide difference between the two. To utilize in one's teaching ordinary visual aids employed by every teacher in every classroom, and to be *satisfied* with that is to have the passive attitude. But when, in addition to this, you have that restless feeling within, which urges you on and on for a *broader* and *deeper* activity along this line; when you want to bring the class out to come into contact with the outside world, or, to have *real life* break into the cold walls of the school and reach your class;

when you make your class part of life itself, and not an artificial entity separate from it, and prepare the pupils intelligently and efficiently *in* it, then you have the active attitude.

WHAT are some of the aids that a teacher with this active attitude employs? Such a teacher begins with the theory which the subject of "Evidence" in law has laid down, viz., the best evidence is the *real* evidence, and next to that, is the copy or picture of the real.

With this in mind, the teacher first seeks the *real* thing as a visual aid in his teaching. Among other ways he may accomplish this by:—

1. *Securing actual samples* such as iron ore, cotton bolls, etc. The class may be divided into correspondence committees, and each group may be assigned different subjects. Some may be asked to secure samples of fibre plants; others, minerals, etc. Correspondence may be carried on with firms, other schools, and American consuls in the area where the article is produced. For example, in this way students have secured sisal from the American consul at Yucatan, Mexico.
2. *Visitation to plants,* etc. The student committees referred to above may make the arrangements with the teacher's approval. This gives the student real contact with materials and processes which no book can convey vividly enough. Unfortunately, guides are not well versed and students are frequently rushed through the plants. The ideal perceptual experiencing is attained when motion pictures giving details of the process precede such a visit. About a month ago we had motion pictures of the sugar industry from the plantation to the table with samples and a lecturer sent by the company. After seeing the detailed processes of refining, we went to the plant to see actually how it was done. This method of presentation is the strongest and will help the student to retain the knowledge thus acquired.
3. *Charts.* It is not always possible to visit plants. The next best thing is to secure industrial charts from museums, firms, etc. These charts give the student an actual idea of changes in form of the raw material to the finished product. For example: "Raw cotton to finished material." Each step is shown on the chart of the change of the cotton boll to the finished cloth with typewritten explanations, under each step.

It is not always possible to secure the real evidence and so we are forced to resort to the use of secondary evidence. This is the next best thing we can do in offering visual aids to the class. We can do this by the use of pictures in the following forms:—

1. *Mounted pictures.* These pictures may be secured from museums, libraries, firms, etc. They are neatly mounted pictures with brief typed information pasted on each picture. Some are beautifully colored. These may be had in a variety of topics, such as industrial processes, foreign countries, animal and plant life, history, literature, etc., etc. They came in sets, so many pictures to a set. For example, "Scenes in Italy—35 pictures."
2. *Portfolio of pictures* and best printed texts. These may be secured on any topic, same as in mounted pictures. These are excellent for assigning topics to students for talks by them to the class. They have pictures to illustrate their talk with and are far more interesting both to the student preparing it, and the class listening to it.
3. *Lantern Slides* and lectures accompanying them descriptive of the slides. These may be secured in a variety of subjects such as "Idylls of the King—55 slides" and "The Story of Silk—49 slides."
4. *Motion pictures.*—These may be had in 35 or 16 mm. widths in any subject from the same sources, viz., museums, libraries, Y. M. C. A., firms, U. S. Departments of Commerce and Agriculture, educational film distributors, such as Rothaker Film Corporation, 729 Seventh avenue, N. Y. C. etc. They are the best medium that is in use today as a secondary aid in visual education. We cannot all be fortunate enough to visit the countries of South America, Africa, Europe, or Asia, but we can all, by this instrumentality, bring those countries right into our classroom and travel through them. We cannot all see a coal mine in operation, but we can transfer the coal mine to the classroom and go through it. We cannot all be fortunate in seeing Shakespeare's "Hamlet" on the stage, but we can bring the best actors into our classroom by the use of the films, and see their masterful acting. We cannot see the shrines of American liberty but we can bring them to the classroom one by one by the use of the movies with a thrill that will never die but will grow in years. No matter what the subject you are teaching you can generally find a motion picture that will apply to it, will add greater interest to your subject, and will motivate them for better achievement.

May I quote here one of the student's reports on the "Romance of Rubber"? No advance notice was given that I was to test them ten days later. It was a satisfaction to see that most students had put in their reports such details and in such consecutive order that no other method of teaching could have secured that retaining result in forty minutes. John Ferenc writes in part:—

"The latex is placed in a large tank on the ceiling of a sealed chamber. Outside is a blower, which is connected to the chamber. The blower is lit and blows hot air into the chamber, and the latex is let down a pipe to a spray, which revolves at 3,000 revolutions per minute. The latex is sprayed about, and the moisture in it is absorbed by the hot air, which then escapes through exhausts. The dry flakes of pure rubber float to the floor into trays which are taken out of the chamber every 45 minutes or thereabouts. They are then compressed into bales weighing 200 lbs."

The importance of films in education has been shown by the establishment of film libraries in colleges and universities such as the University of Nebraska, and large public school systems, with a director in charge. Other schools have visual aid directors who have complete charge of this phase of education. Let us see what some well known educators have to say about it:—

Dr. H. R. Moody of the College of the City of New York writes:—

> "We certainly have found the use of motion pictures to be a most instructive way of presenting to our students some of the more important chemical processes."

Ralph McNay, film librarian of the Massachusetts Institute of Technology, writes in part:—

> "I would state that our work in visual education has been from the beginning to date purely experimental. I feel confident we shall take up this work in the coming fall even to a larger extent."

Professor J. G. Glover of New York University writes:—

> "For the past five or six years the management department has used motion pictures in the general survey of industrial concerns. We have found it most satisfactory."

Mary Roberts Rinehart states in her article, "Your Child and the Movies," in the April number of the Ladies' Home Journal:—

> "Also there is a great difference between reading a thing and seeing it. Visual impressions are very hard to eradicate."

J. A. Hennessy, visual education supervisor, of Boston public schools, says in his article on "Boston's Use of Motion Pictures" in the November, 1930, issue of the Journal of Education:—

> "Knowlton has correctly defined the motion pictures as 'the highest form of visual material thus far developed for school use.' It seems reasonable to conclude that motion pictures have consistently been used beneficially when their frequent and regular application in classroom instruction has been followed by requests from principals and teachers for more extensive opportunities to utilize them."

Professor John G. Glover, of New York University, states in his article, "Talking Motion Pictures as an Aid in College Education," appearing in the September, 1930, issue of "The Educational Screen":—

> "With the adoption of sound films in the field of education, the student will have the opportunity of *seeing things in actuality*, instead of *trying to visualize pictures* from the *words* of his professors or his textbook. The sound motion picture has opened a new era in education and has given the educator a new field for thought. In fact, the writer feels that talking pictures will revolutionize our present methods of education."

General James G. Harbord, chairman of the Board of the Radio Corporation of America, addressing recently the Cleveland Engineering Society, predicted in part:—

> "Exchange professorships through the use of talking motion pictures; preservation of the teaching by the voice of the great masters; fairer perspective in teaching of history through talkies."

WE ARE only on the threshold of visual education. It will not be long before educational talkies will invade our schools and already they have been introduced at the Horace Mann and Lincoln experimental schools of Columbia University. These will be followed by the three dimensional stereoscopic motion pictures, where the actors and things cease to be images but stand forth like real creatures and things. Then the time is not far off when television will enter the school systems whereby one master teacher will be able to talk and demonstrate to millions of students from coast to coast. We are living in the age of miracles and all these changes are apt to come about suddenly. The present teaching force will continue on its noble guidance and directing, but on different bases.

"Education does not lie in textbooks. A great part of it is found outside of them and can never be bound inside their covers. The great educational forces are people and experiences and the relations between them, and the best way for a child to master these forces is through his hands. Hands have lifted men from the foot-beaten trail to the high-powered motor road. Hands have given us all we have. Hands have made us secure of what little we know of this world."—Angelo Patri.

How a Boys' Club Helps

By ROBERT C. COLANGELO

Director of Guidance, Worcester, Massachusetts, Boys' Club

THE Boys' Club movement within the past decade has spread far and wide, and today is recognized as an important factor in the education of the youth of America. The Worcester Boys' Club, one of the oldest, and we have tried to make it one of the best in the country, realizing the needs of its members, and visualizing the future, has grasped every workable new idea advanced by education, psychology, and sociology, and has reorganized its activities accordingly. The most recent adventure undertaken is in the field of educational and vocational guidance.

The Worcester Boys' Club, carefully and wisely managed by David W. Armstrong, the managing director, is, with its two large buildings, and with a membership of over 7,000 boys and young men, more than merely a place for recreation. It is an educational institution in the full sense of the word. It provides the youngsters with physical activities—organized gymnasium and swimming classes, and athletic contests—social entertainments, such as games, plays, social gatherings, concerts, motion pictures, and so on. In addition to these it offers wide educational opportunities. The latter include pre-vocational and vocational classes: Woodworking, carpentry, cabinet making, printing, electricity, sheet metal work, free-hand drawing, mechanical drawing, commercial arts, painting, music, journalism, office practice, typewriting and bookkeeping; two libraries, one in each building, with a large collection of boys' books; and a department of educational and vocational guidance.

All the educational activities are under the supervision of the guidance department, thus correlating and co-ordinating all efforts toward the solution of the problem of guidance. Before we go into details concerning the work of this department, let us say a few words regarding the other educational activities.

The pre-vocational and vocational classes are organized in small groups, and the instruction is all individualized and imparted through the medium of the project method. One instructor has not more than fifteen pupils, and most of the boys range from twelve to sixteen years of age.

These classes are conducted a little differently from those of the public schools. In order not to interfere with the latter we open our doors at 4 o'clock in the afternoon, and close at 10 o'clock in the evening. A boy is allowed to take only one course at a time, and on the average spends about two hours a day in the shop. He comes to these classes not because he is forced by school laws or other regulations, but because he *wants* to come. He can choose any subject he wishes, and whenever he finds that the work does not interest him any longer he can drop that and start another. He is at liberty to do as he pleases about continuing or dropping a course at any time he sees fit, and our only weapon against his withdrawal is to keep him interested. If it should happen that a boy's interest lies in some line of instruction which we do not offer in our club, then we try to make arrangements with the public schools, and in some cases private schools, in order to satisfy him. As long as a boy is interested in his work he will remain in class and use his ability to the fullest extent without any exertion from anybody. As a result we have very few problems of discipline.

LET us take an actual case as an illustration. Last fall, at the time of registration, Augustus K., a boy of fourteen, decided to enter the printing class. He had never had any printing instruction before, and knew very little about the work; but thought "he would like it" because his uncle is a printer. He entered the class, and attended regularly for three weeks. On the fourth week his instructor reported him absent twice in succession. I had a talk with him, and discovered that Augustus did not like printing. He "thought it was different." After a long conversation with him we agreed that he should try woodworking, and on the following week entered the class. He finished the year with perfect attendance, and won the second prize in his class. (Two prizes are given at the end of the year to the two boys having the highest percentage of accomplishment in each class.) Augustus is now very eager to continue the same work, and wants to become a cabinetmaker.

The aims and purposes of these classes are in complete harmony with modern educational theories. First of all, the classes are organized in order to keep the boy occupied in some activity in which he is interested, to utilize his creative power, direct his too often destructive energy toward purposeful ends, and thus prevent him from getting into mischief in the street or elsewhere. We believe that every boy ought to know something about the various fields of endeavor, in order

that he may be better qualified, when the time comes, to select his occupation with a broader outlook. The second aim, then, is exploration and guidance. In addition to these two which personally I regard as the main objectives, our classes aim at a general development and education. The subsidiary aims may be stated as follows: To instill taste, love, and respect for work in general, and to develop independence and self-reliance; to give information through studies, discussions, talks, visitations, motion pictures, and so on, about the conditions of work in those industries related to the subjects being studied; to develop more intelligent purchasers and consumers; to instill high ideals of workmanship; to form habits of good standard work; to acquaint the boys with the various tools, and develop "handy-men"; to create a sympathetic attitude toward other workers and their work; to offer opportunities for beginning specialized preparation for entrance into chosen fields. Our program, in other words, is thoroughly in sympathy with Dr. Dewey's statement that we should help children with their education as long as possible, and provide them with information that will enable them "not only to find a better-paying job, but a line of occupation suited to their own capacities, and one in which there is a future for growth."

These classes are taught by men experts in their lines—experienced teachers who are well versed in their subjects, and have a thorough understanding of boy psychology. This together with the principles on which the classes are based makes the whole system run quite smoothly.

The libraries, one in each building, are open every day in the week except Sunday. A boy can sit in large, comfortable arm-chairs by the fireplace, and sail with the Lone Eagle on his hazardous flights, or dip with Jules Verne beneath the mysterious waves; enter the silvery gates of fairyland, trail the footsteps of some great hero, or scrutinize the fields of science and invention. He has a chance to read newspapers, magazines, and periodicals of different kinds. Many boys prepare their school lessons there, and a well-trained and sympathetic librarian helps them with all sorts of problems.

ONCE a week every boy is given an opportunity to enjoy up-to-date motion pictures, which have both entertaining and educational values. At these gatherings the older boys act as monitors, and one from among the group, with more musical ability than the rest, leads the assembly in singing. Quite often the Boys' Club Orchestra—organized in connection with the music classes—gives concerts, and plays popular and classical pieces.

One of the most popular groups is the little staff which puts out the weekly paper, "The Spectator." This paper, prepared and written by the boys in the class in journalism, and then printed by the printing class, reports all the happenings of the week, and gives the most important announcements.

As stated above, all the educational activities are under the direct supervision of the director of guidance, and every instructor helps with the problems which confront him. Each teacher keeps a detailed record of every boy in his class, and once a month these reports are turned in to the guidance department. When all this data is gathered—together with information collected from the public schools and other social agencies with which he has come in contact—the boy is advised regarding his school program, plans for future studies, or his choice of a vocation. Space does not permit describing in detail the workings of this department, but we mention briefly the aims of the program:—

(1) Help the boy to discover his own abilities and interests, and know his real self.

(2) Guide him through school, so as to avoid failures, and the consequent development of inferiority complexes, and to have him remain in school as long as possible and beneficial to him.

(3) Provide the boy with information about occupations, and lead him to choose a vocation as high as his own abilities warrant.

(4) Arrange a program for him so that he will receive the training necessary for his chosen field.

(5) Make a comprehensive study of the industries in this community, and have actual contacts with firms, so as to be able to refer boys to them whenever they are in need.

(6) Help the boy find a job in which he has received training. (Care must be taken here that the job offers a future for growth.)

(7) Follow up the boy in his work, and help him make any arrangements and adjustments necessary for his success and happiness.

These aims, then, are the goal toward which the department directs its entire work. So far we have found concrete and satisfying results of our efforts. All the departments of the Club have a common aim, and that is to give the boy whatever and as much as we can to help him to be a more responsible citizen and a better man to have for a next-door neighbor; and to guide him, as far as outside influences can, in making his own life happier and more full!

A Letter to Teachers

Dear Teacher:

Quite frankly I envy you; but in the next breath I do not. For a good many years I taught school, and as I look back upon it I can see that my life was not all a bed of roses. Yet somehow now that I am out of the game I miss that personal contact with boys and girls which you are getting.

Of course I liked my job and I taught school because I wanted to, not because I had to. I did not teach because it was a stepping-stone to something else, or because I was out of employment, or because I needed the money. I believed in my work and generally speaking I believed in the boys and the girls I taught.

I say "generally speaking" because, to be honest with you, I don't believe I realized as much then as I do now the importance of the boys and girls themselves. They are the big thing in the school system and the course of study is the least thing.

The trouble with every large organization, whether it is educational or industrial, is that the system becomes more precious than the individual, and the manager loves his system more than the humans under it. Schools, just like other large organizations, are more and more emphasizing red tape in the shape of reports, surveys, records, filing cabinets and unimportant details. Schools, like industry, are worshiping mass production.

The surveys, cards, files, and reports are only intended to help you understand the children in your charge. They are only a part of the side-show, you are the main ring. Keep the circus in your ring and don't let the side-show artists run the whole show.

If I Could Teach Again

I wish I were back in the schoolroom. I know now that Sleepy Willie was sleepy because be got up at four in the morning to deliver milk while I was safely snoring in bed.

I would know that Mary Brown did not come to the school party because she had no nice shoes to wear.

I would know that Sam, who failed in algebra, was a corking Saturday night worker in a chain store and gave correct measures and change.

I would know that Fanny came to school with a grouch, which was handed her at the breakfast table by an ill-mannered father.

I would know that while James was a fool in history, he was a wizard on the ball field.

I would know that Henry's father was sacrificing his lunch money to keep Henry in school.

I would know that Mary's mother was doing her best to keep Mary looking well in school, even to the extent of taking in laundry work.

Oh dear, I would know a lot more things now than I knew then, and that's why I want you to keep the educational factory humanized. Let's leave it to the superintendents to talk about education in terms of blue-prints and big business; leave it to the principals to show visitors the size of the gymnasium and to explain the temperature of the swimming tank; and let the sad-eyed survey experts make children into curves of correlation and charts of intelligence quotients.

But you, my dear teacher, know that behind the blue-print, the chart, the swimming tank and the modern school building there is something far more important.

And that something is the PUPIL.

Yours hopefully,

ARTHUR DEAN.

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The High-Degree Marathon

By V. H. CULP
Aberdeen, South Dakota

BY NO manner nor means does the writer of this article desire to belittle the value of advanced study. But to one actively engaged in any branch of the educational field the question of just what constitutes advanced study frequently presents itself with startling revelations. According to Abraham Flexner, some of the topics for Ph. D. theses were: "Family Bereavement," "The Bacterial Content of Cotton Undershirts," "The Origin and Nature of Common Annoyances," "An Analysis of Janitor Service in Elementary Schools," "The Intelligence of Orphans in Texas," "A Photographic Study of Boiled Icing." It seems that there is no limit to human curiosity. A little application of common sense would make some of those studies unnecessary, but that is apart from the point—these people needed higher degrees.

To be sure there are times when it is highly desirable for one employed in educational work to renew contacts with some great educational institution, the benefit of such renewal depending both upon the individual and the institution. But the value of such study has been greatly exaggerated; for in this age of books, magazines, and educational meetings, it is more than possible, even for the average, to keep abreast of the teaching world in one's narrow field without such occasional contacts. Is there a great educator who has not given the cream of his contributions in a really good book? As the answer is so apparent, it is often unnecessary to attend his classes. Almost any graduate student who has done so will inform you that those classes were merely a daily repetition of that teacher's book. What is more, the lectures are often reproduced word for word, and any deviation from the set form would be rank heresy. Also it is frequently the case that the writer of a first-rate educational book turns out to be a surprisingly poor teacher.

BUT it is not surprising that there are many poor teachers in high educational institutions today when one observes that the real emphasis is placed almost solely on high degrees rather than on actual qualifications; and that the entire educational world of America is engaged in a continuous marathon for such degrees without pausing for the natural processes of mental digestion and assimilation. One gets the impression that many educators are completely "sold" on the idea that success in teaching is merely a matter of degrees. Should any reader doubt this let him observe what course is taken by the head of an educational institution if a man with strong personality, excellent recommendations, and high success in former positions, but with only an A.B. or M.A. degree, should apply in person for a position and find himself in competition with an unknown individual who holds a Ph.D. (especially if that individual happens to come from an eastern university), who has applied by letter. The chances of securing the place against the Ph.D. man would be about one in a hundred. When a teacher applies for a position the first and most important question is always: What degrees do you hold? Experience, success, efficiency, are apparently second and third considerations with our leading educational institutions. The more degrees you have the more favorable replies you will receive to your letters of application. Naturally, the implication is that degrees make the man. To the uninformed laity they surely do look imposing in a college catalogue But this bubble, like many another in the educational world, needs to be punctured.

THERE is no denying that high degrees make small men feel several sizes larger, and tend to give them a superiority complex which only serves to make them obnoxious to sensible people. The assumed intellectual snobbery that is beginning to be evident even to the laity, is the consequent result of this long continued Ph.D. propaganda. The real intellectual is never a snob. To be sure, there are Ph.D.'s of large calibre who have been virtually forced to spend two years of dreary labor in acquiring this degree because of the above mentioned conditions in the educational field. But these are not great men because of their degrees; in fact, one might almost say they are great in spite of them. Your really big man does not need a high degree, for he is sufficiently endowed by nature to succeed where a mediocre Ph.D. man would fail. Many a leading Ph.D. man will readily admit, if you once get him cornered when he is alone, that the average dissertation to obtain that degree simply wasted a lot of valuable time, besides incidentally spoiling several reams of good white paper. Eloquent arguments to back up such admissions are the musty manuscripts in the college archives, gathering the dust of years and never read after once they have been filed away. Indeed, to consider a typical illustration, who would waste his time trying to find out how many connectives occurred in Shakespeare's plays and where, when he could spend that time in reading the Bard of Avon at first hand? There is not an educational

institution in America where a Ph. D. degree can be "earned" by doing original work. It is impossible for even a genius to earn a degree by making a great invention or discovery. It would be a waste of time for a prospective Ph.D. to paint a masterpiece, compose a symphony, or to write a book of fiction that would be read and enjoyed by thousands of people. Such a high degree must be obtained by "investigating" some alleged question. "Honorary Ph.D. degrees" are often given to persons who have achieved some outstanding accomplishment for the progress of mankind, along with other "honorary degrees" granted to persons who have accomplished great wealth and who will later return the compliment to the college with a substantial endowment. But it is only with the "earned" Ph.D. degree that we are dealing in this article. Happily the foreign language requirements of the great universities are already under fire. The trouble is that the attackers are using toy cannons instead of the real article. Language requirements in a few fields besides the languages themselves are not being justified by the thinkers in departments affected. Such requirements are a survival of the near medieval times when curriculum material was limited. It is just another eloquent argument that the whole affair is out of step with our century.

How differently these things are managed in the great business world where efficiency is the first and last qualification. Can it be possible that this explains the reason why the American business man is several jumps ahead of his colleagues in the rest of the civilized world while American institutions of learning have lagged behind?

Whenever a man makes a partial or total failure in educational work, and knowing himself well enough to realize that he could not succeed in the business world where failure means immediate expulsion, he returns to some college and settles down to the plodding pursuit of a collection of higher degrees. Certainly this does not explain all cases of advanced work, but it does account for such a large number as to make the future outlook for educational progress in this country appear far more tragic than humorous. After a man has received the Bachelor's Degree he is ready to go forth into the world and prove the quality and quantity of his ideas. If either or both, when weighed in the balance, are found wanting, he should be stopped in his quest for higher degrees then and there. This should be done in the patriotic interest of the citizenship of tomorrow; but unfortunately it is a finer form of patriotism than our higher institutions of learning have yet achieved. But since of late years the production has exceeded the consumption it may yet become an economic necessity.

A man's worth is largely determined by the refining influences of real life situations. The work he performs, as well as the manner in which he performs it, in mastering a real life situation is infinitely more valuable to him than a similar amount of time spent in doing additional educational work that may or may not be quasi-practical. At any rate the quantity of his thinking and writing is generally of a higher order, and far more practical than that usually found in the average graduate school. While there are some more or less narrow technical fields where additional graduate work is necessary, even there a time requirement is illogical; for it is patent that one person might absorb more technical information in six months than another could in two years. Even in such fields actual experience is generally more valuable than additional degrees.

Because of the fact that degrees have been the sole criterion in selecting applicants for college positions it is evident that many capable educators have been eliminated automatically from the field of higher education. Outside agencies require schools to carry a certain quota of higher degree men on their faculties; these agencies in turn being controlled by institutions that have to find an outlet for their Ph.D. factories. Such institutions have the choice of talent that is limited only by the competition of similar institutions. They deal in only the best Ph.D's.; but some of these are so poor as to render them almost hopeless. No set of excuses can justify their presence. A few are men of vision who stand as giants in their respective fields. But there are the many who are mediocre in ability, and perhaps socially out of step with the world, but who yet must be highly recommended and placed, for otherwise the chain would be broken.

There are also many schools that desire a goodly number of higher degree men in order that they may impress the laity by advertising them in their catalogues. They capitalize the idea that the presence of higher degrees means superiority—an idea that has been carefully fostered by years of persistent propaganda. Perhaps there may be a very few real thinkers, with or without high degrees, within the walls of these institutions who are well aware that such claims are but a hollow sham; for certainly no amount of degrees can ever take the place of native talent. Men of signal ability and successful experience, combined with an unusual grasp of their subject matter, may possibly have the higher degrees, but often they possess only the initial degree. As already pointed out the tendency is to eliminate them regardless of their natural ability. Here is where our educational institutions should emulate our great corporations and place such men in positions of leadership regardless of degrees. For after all, owing to the financial remuneration which is small when compared to what men of real ability can command in other professions, the cause of education can secure

only a mere handful of such men at the best.

The processes of criticism are so much easier than those of construction that the writer feels it incumbent upon himself to formulate a common-sense procedure in selecting men for places in our institutions of learning. For the sake of brevity this has been in numerical order.

1. What has the candidate done? Has he shown that he can adapt himself to actual life situations? Has he been successful?
2. Has the applicant grown in service? Has his work shown progress? Has he seen the larger aspects of his opportunities? Has he made contacts with educators in the same field of work by attending meetings and by writing for educational journals?
3. Is the applicant a real teacher and leader? Has he the type of personality that attracts students and secures their loyalty? Does he possess the power to inspire and direct the activities of others?
4. Is the applicant a master of the subject matter in his particular field? Is he fairly conversant with allied fields of thought? This is a matter of training, plus experience. The mastery of subject matter, contrary to general opinion, is assured only in those who have had experience in applying the facts gleaned in the classroom.
5. Does the applicant possess a character that merits emulation? The moral fibre of an educator must be beyond question. The so-called educator who lacks character is not an educator, but rather an enemy to the cause of education.

EVERY college president should consider the selection of real educational leaders for his faculty as one of the greatest opportunities of his office. However greatly this consummation is to be desired it is a manifest impossibility so long as the dictum is followed that it is a matter of degrees in which the highest is always to be preferred. Of course, after personal investigations and conferences with all duly qualified applicants, the man with higher degrees should be given an equal opportunity to show his practical accomplishments, but he should never be chosen merely because of those degrees. Leaders in the educational world who have shown particular fitness should be given preference, while the matter of degrees ought to be of secondary importance.

Ultimately educators must be men of action, possessing ideals and real leadership ability. Such men will naturally know their respective fields of service because of actual contact with them in difficult situations. With the highest citizenship for tomorrow as their goal of attainment, education should lead the procession beyond our present accomplishments, and not be forced to follow other more progressive agencies.

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Real Teachers

By EDGAR S. JONES
Lovington, Illinois

THE real teacher of today is one who understands human relations and is daily watching for every opportunity to cause the child to respond. (There is not any question but that three of the major fundamentals of teaching are: a knowledge of the subject matter, proper methods of presentation and the causing of the pupil to form the best habits of seeing, listening, demonstrating, oral and written expression and studying.) It may be said that this today teacher spends considerable time each evening in preparation for the day following. During the entire day the many problems are met with a loyalty and devotion that shows that the soul is being thrown into the school problems. The kindness is expressed in the way that the life enters into the joys and sorrows of the individual. These features cause the pupils to feel and recognize that they have a real teacher.

It is a fact that the actual teacher assumes that the instructor should also take into consideration the moral, physical, and social characteristics of the pupils and spend more time in causing the individual to form better habits of doing. You and I can recall with much pleasure the teacher who awakened us along a special phase. It may have been the element of confidence, adventure or study habits, but the worth-while thing to us is that we were so aroused that to the present time we are still affected by this early directed activity.

There is not any question but that the real primary teacher is the one who really understands human relations and is always observing for opportunities to cause the child to respond in a high type manner—physically, socially, morally, and the common one of the past, mentally. This feature just mentioned applies to really all teachers. It is not intimated that there be any lowering of the pedagogical methods used in the acquiring of common knowledge, but it is a foregone conclusion that one of the first development acts is the getting in intimate touch with the child. The teacher that does this always causes the pupils to feel that they have a real sympathizing friend, therefore the pupils will naturally enter into the right habit paths.

It is not the purpose to discuss the need or value of hygiene as related to food, bathing, care of teeth, fresh air, and similar topics, but merely to emphasize the absolute necessity and value to the physical body of exercise. The best form of exercise for all periods of life of students is play for the reason that it has a tendency to develop the social instinct as well as to enrich the physical resources. It is recommended that the teacher in various types of physical activities use the same method of procedure as does the coach of a football team. All are agreed that the playroom or the playground enters as a large factor into the education of the elementary pupils, hence the teacher who really enters into the life of the indoor and out-door activities, either as a participant, observer or counselor, wins the confidence of an entire group. There is really no better way to acquire a hold on the child life than by the plan of actually helping to do the things needed to make better conditions, developments and real desires.

The day is coming, and is not far distant, when it will be necessary for the teacher to hold conferences with each student. These frequent individual meetings will naturally aid the teacher in the obtaining of a conception so that she would really obtain the psychological picture which would be of unusual aid in causing the child to have a faith, confidence, and an inclination to desire to really do, mentally, morally, and physically. The social environment of the pupils is much more complex, sensational and helpful than that of a decade or two ago. This condition merely means that the teacher should constantly make efforts to discover mental activities that the child has been using. The placing of special emphasis on the interpretation of the child's present mental condition will be the key in the formation of the study habit, as the secret of the formation of the actual study habit is the working with the child as self-activity is the law of growth, but it is not to be forgotten that this activity must be directed individually.

It is very evident that one of the most essential things to be done whether applied to rural, village or city schools is to give special attention to the development of ideal opportunities for the students of the lower grades. There is no question but that the highest of educational procedure would be to place special emphasis on all phases for the beginning and years immediately following. It is a pedagogical fact that the time has arrived when more attention should be devoted to establish better conditions in every way for the beginners and followers, as one of the secrets of life preparation is co-operation with the child during the beginning years. If the suggestion just made is really developed there is no way of estimating the increase of real teachers.

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"It is characteristic of the United States, a characteristic which foreign visitors and observers so frequently notice, that in almost any American city the most conspicuous, the largest, and the handsomest building is devoted to education. It is either a great secondary school, a splendid elementary school, a school for the training of teachers, a public library, or a museum of history and fine art."

DR. WILLIS A. SUTTON, superintendent, Atlanta, Ga.:—

"The waste and frivolity of our present system of three months of complete cessation of mental activities is a blot on our educational escutcheon which must be removed. I cannot conceive of a more foolish thing than the idea of giving the youth of the land supervised care for six or eight hours every day and supervised study for two or three other hours for a prolonged period of from nine to ten months and then again on the click of the clock at the very longest day in the year, dismiss every child to the tender mercies of the street and the playground without supervision and without care for a period of three months."

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"The man who discovered that surgical instruments should be sharp made an important discovery, but the man who discovered that the instruments should at the same time be sterilized, made, I think, a more important discovery."

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"There should be a course in American family and household life for girls, adapted, preferably, to the second high school year. A corresponding course for boys should be integrated into their social science studies since the roles of husbands and wives in modern household life are so unlike. The male is the outworker, the earner, while the woman is the inworker, manager, and buyer. The wife's productive work in the home is primary, but the husband's is only incidental."

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PRINCE TAKAMATSU:—

"There is not much difference between Japan and America after all."

HEYWOOD BROUN:—

"It is monstrous to suppose that labor is the highest goal of man, and leisure little better than an affliction."

ARISTIDE BRIAND:—

"Those people are strongest who do not in an emergency let their emotions dominate their reason."

COSMO HAMILTON:—

"The modern young man is rated 50 per cent. below the modern young woman."

CHARLES E. HUGHES:—

"The sentiment of justice, like charity, begins at home."

ARTHUR B. LORD, State Department of Education, Massachusetts:—

"West Point may train officers, but it is the privates who win the wars."

BOOK TABLE

FOREST FACTS FOR SCHOOLS. By Charles Lathrop Peck and Tom Gill. Cloth. 336 pages. Illustrated. New York: The Macmillan Company.

The study of the forests is to have a new significance in science and in school from now on. Messrs. Peck and Gill give the forests a new and important part in the creation of the North America of to-day.

Forests are to have recognition as the vital factor in civilization. The Psalmist (XXIV, 1-2) said: "The earth is the Lord's and the fullness thereof; the world and they that dwell therein. For he hath founded it upon the seas, and established it upon the floods," he told the story of the creation of "seeds" which, alone, made trees and forests possible.

"Forest Facts for Schools" discriminates between facts that are of universal interest and importance and those that are chiefly of scientific significance or attractive to specialists.

How Trees Grow, Leaves as Laboratories, Transpiration in Plants, Softwood and Hardwood, How Trees Multiply, Character of Forest Trees as Distinct from Individual Trees, Forestry, Forest Products, Enemies of Forests. These are suggestive of the value of this presentation of "Forest Facts for Schools."

THE ELEMENTS OF CLASSROOM SUPERVISION. By Milo B. Hillegas, Teachers College, Columbia University. Chicago, New York, San Francisco: Laidlaw Brothers.

As is their custom the Laidlaw Brothers maintain their Progressive Education Activities by approaching classroom supervision in a sympathetic way. Dr. Hillegas is the first author who has built a book on supervision on a framework of opportunities to professional supervision.

The experience of Dr. Hillegas as the first State Commissioner in New England has been of incalculable value in all of his professional career.

He was the first state official in New England who really ventured to interfere directly with the teaching practices in city schools.

The most critical moment in educational legislation in Massachusetts since the leadership of Horace Mann was when the Massachusetts District Superintendent bill was passed under the magic spell of an address of a layman who said: "Supervision means better teaching of children in country schools."

"The Elements of Classroom Supervision" from start to finish is for the purpose of creating better teaching of all children.

There is nothing fanatical about it. Dr. Hillegas states the situation masterfully when he says:—

"Effective classroom supervision is one of the most powerful agencies in a school organization. Only through its use can a school system be maintained at the highest level of efficiency. If there were a suitable organization and if correct methods were employed, the conflicts and confusions that have sometimes attended supervision would disappear. Then the assistance of supervisors would be sought rather than resented."

NEW WORKBOOK IN AMERICAN HISTORY. Part Two, Since 1865. By Mildred C. Bishop, Edward K. Robinson, Mary A. Wheeler. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The Workbook as a creation in education grows on as publishers develop it. There is no longer any question about its adaptability to school conditions.

This consideration of American History since the Civil War is one of the best demonstrations we have seen of special use of the Workbook scheme in school practice.

The maps are for use by the pupil, who takes them out of the Workbook, and the teacher can see at a glance, sitting at desk with it in hand, how well the pupil has understood what he was learning.

THE BIRCH BARK ROLL OF WOODCRAFT. The twenty-ninth edition of the manual, for boys and girls from four to ninety-four. By Ernest Thompson Seton, Chief of Woodcraft League of America, Inc. Revised by Julia M. Buttree. New York: A. S. Barnes and Company, Inc.

This inexpensive book of 270 pages is as valuable as it was when the first of its twenty-five copyrights was issued twenty-eight years before its latest copyright was issued in 1930.

Nothing has ever really displaced these 250 games, dances, songs of woodcraft and handcraft.

A child learns to walk without much mental training. But when it comes to dancing, the successful performer soon realizes that every step is done, first by the head, then with the feet. It is a mental process before it is a physical one.

The best kind of dancing is the kind which appeals to the imagination. The social side of dancing is self-evident, whether it be done by the dancers as a form of amusement to themselves, or as a performance before an audience.

All of this is equally true of handicrafts. Woodcraft is recreation; we are teaching the world, not to work, but to play. Therefore, our handicraft activities are those which are physical in part; but also, they involve a mental side to attain; they appeal to the imagination.

HEALTH HORIZONS. — Contributions to Health Teaching from History and Science. Compiled by Jean Broadhurst and Marion Olive Lerrigo. A memorial to Emma Dolfinger by her friends. Cloth, 560 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

See editorial, "Memorial to Emma Dolfinger," in this issue. This book provides a new type of source book in health education. Divided into twenty-three sections, alphabetically arranged by subject, it begins with "Air and Ventilation" and continues through such topics as "Food and Nutrition," "Light and Health," and "Personal Hygiene" to the final section on "Water."

"Health Horizons" does not duplicate the material found in classroom texts. It is a guide to study in any branch of health education. The index is unusually full and includes cross references, special group listings, and helpful annotations.

The preparation of "Health Horizons" was made possible by the friends of Emma Dolfinger, and the book is published as a tribute to her memory. Miss Dolfinger, for three years prior to her death in 1927, was Director of the Division of Health Education of the American Child Health Association.

Books Received

"Seed Dispersal." By W. A. Matheny. Ithaca, New York: Slingerland Comstock Company.

"The Measurement of the Intelligence of Young Children by an Object-Fitting Test." By Ruth Ellen Atkin. Minneapolis: University of Minnesota Press.

"Making the Most of High School." By C. M. Hill and R. D. Mosher.—"Education and the Philosophy of Experimentalism." By John L. Childs. New York: The Century Company.

"Archery Simplified." By Phillip Rounsvelle.—"The Birch Bark Roll of Woodcraft." By Ernest Thompson Seton. New York City: A. S. Barnes and Company.

"The Psychology of School Music Teaching." By James L. Mursell and Mabelle Glenn. New York City: Silver, Burdett and Company.

"Hearing, and the School Child." By John L. Waldman, Francis L. Wade, and Carl W. Aretz. Washington, D. C.: Volta Bureau.

EDUCATION IN ACTION

Higher Standards in Teaching Are Urged

Dr. Kilander of Upsala Finds Level of Swedish Schools is Far Superior; Requirements Are More Rigid

EAST ORANGE, N. J.—The introduction of higher teaching standards in this country is necessary in order to improve secondary education, Dr. Holger Frederick Kilander, professor of biology and chemistry at Upsala College, declares in a recent survey on "Science Education in the Secondary Schools of Sweden."

Making a comparative study of existing conditions in the high schools of America and Sweden, Dr. Kilander found that the teaching requirements in Sweden are far more rigid than in this country. He found that teachers in Sweden did not rely solely upon textbooks, using them as adjuncts, whereas in this country textbooks were used as part of the accepted code. For this reason American teachers did not show as much individual initiative, he thought.

"The Swedish method of handling classroom work with emphasis on demonstration, requires better prepared and more capable teachers than are found in the average American High schools," Dr. Kilander said, adding that this ability is obtained by the practice of permitting teachers to instruct only in the two or three subjects in which they have prepared themselves at the university.

To offset the lower teaching standards here, however, Dr. Kilander reports that American teachers have a stronger and more "human" interest in pupils than do those in Sweden. The survey adds that the exaggerated importance of science in Sweden has affected their method of instruction, tending to make it less personal and more matter-of-fact and formal, giving rise to a teacher-student relationship which is "cold and distant."

"The teacher has little to do with the pupils outside the classroom," Dr. Kilander said. "They tend to teach the subject and not the child, know little about principles of teaching or the elements of child psychology, and seem to pride themselves on not standing in need of any such professional training."

Dr. Kilander also pointed out that the Swedish secondary school curriculum is fixed and inflexible as compared with that of the American schools. He found that the state courses of study for other state-supervised schools include for each subject a statement as to the aims, an outline of the major divisions of the subject for each year, and methods for presenting and handling the subject matter.

Expert Named For Radio Study

WASHINGTON.— Appointment of Cline M. Koon, assistant director of the Ohio School of the Air the past two years, to fill the newly created post in the Office of Education, Specialist in Education by Radio, has been announced by the Secretary of the Interior. Duties of the new Office of Education specialist will be to initiate and conduct research studies of radio as an educational agency; to organize and maintain an informational and advisory service to schools and other agencies interested in the field of education by radio; to become familiar with college and university extension work so that the part radio as a tool may take in this field may be evaluated; and to prepare material for publication on phases of education by radio. Mr. Koon was graduated from West Virginia University in 1915, with the degree of bachelor of science, and received his A.M. degree from Teachers College, Columbia University, three years later. For nine years he was principal of high schools in West Virginia.

More Soviet Farm Schools

MOSCOW.—In order to speed up the training of the scientific agriculturists needed to operate the big state and co-operative farms of Soviet Russia, the government of the Russian Union of Federated Socialist Republics (Great Russia) has ordered the construction of a dozen agricultural colleges next year. This will bring the total number of such institutions up to thirty-eight. The new colleges are to be located on the huge state farms, so that theory may easily be combined with practice.

Many Small Colleges Said to Be Doomed

CHICAGO.—The Rev. Albert C. Fox, S. J., dean of John Carroll University, Cleveland, predicted recently that at least one-third to one-half of independent colleges in the country will close within a generation. He said that it was increasingly difficult for the small institutions to remain open in face of competition with publicly supported universities and junior colleges. The same day word came from Abington, Virginia, that the board of trustees of Martha Washington College would not open the school for the regular session this fall. Economic conditions are said to be responsible. The school is owned by the Holston Conference, Methodist Episcopal Church, South, and was opened seventy-five years ago. The United States Office of Education, in a recent report, stated that for the twenty-five years preceding the World War the number of colleges and universities in this country remained practically constant. In 1916-17 the number reporting was 662, including 82 junior colleges. In fact, during the twenty-five year period mentioned, there had been a slight decline in the number of universities and colleges, and even by 1920 the total number had reached only 670. However, in 1926, the number had increased to 975, and in 1928 to 1,076, an increase of ninety-nine institutions reporting for 1926-28, and 406 for the nine-year period.

Illinois Auto Plates Use College Colors

SPRINGFIELD. — Illinois auto license plates have gone collegiate. The 1932 plates will have the same color scheme as that of the University of Illinois—orange and blue. Numerals on the new plates will be orange, while the background will be king's blue.

A Million Dollars For Educational Inquiries

WASHINGTON. — The Carnegie Foundation's division of educational inquiry in the eighteen years of its existence has expended more than $1,039,000 in studies relating to universities and colleges. Among these studies the inquiry concerning legal education has received more than $222,000 up to June 30, 1930; the study of secondary and higher education in Pennsylvania about $164,000; the Foundation's study of dental education more than $64,500; and its inquiry into college athletics upwards of $96,300. These studies have been financed out of income from the permanent fund of the division of educational inquiry, which totals $1,270,000.

REFORM IS PROBED
Family and School Must Curb Youths' Evil Traits

NEW YORK.—Modern methods of treating delinquent boys become in the end more of an impetus to than a deterrent for continued anti-social conduct, it was revealed in a report on runaway boys, issued by Clairette B. Armstrong, whose research in the subject was sponsored by the New York University School of Education.

Tracing the cause for delinquency among children to family maladjustments and in part to the schools, the report set forth that the ages between eight and fifteen years were most productive of runaway boys and cases of incorrigibility and unlawful entry.

"Running away is a normal reaction," the report said. "When the fundamental drives of self-preservation and self-respect are jeopardized by deleterious forces, flight results."

Calling upon the social agencies in slum districts and crime areas to arrest delinquency at its incipiency through an investigation of the family life of the children, the report declared that the privacy of the home must be invaded further.

"Parents should be educated out of the reactionary idea that children are their property to deal with as they see fit," said Miss Armstrong. "Society at large has to shoulder the wrecks which they have wrought."

The report recommmended abandoning the use of the word "delinquent."

Welsh School Gives Practical Aid

CARDIFF, Wales.—The problem of diversifying secondary education so that the pupils' after-careers may be provided for has been tackled by the Cardiff (Wales) Education Authority. A school has been organized which will offer pupils four alternative courses. Hitherto the ordinary secondary school, retaining pupils up to 16 or 18 years of age, has provided a course of education dictated by university requirements. A great social advantage attaches to the scheme. Hitherto, industrial courses have been taken in separate technical schools, quite out of the stream of secondary education. Thus pupils destined for various careers have not mixed in the course of their training. The new plan will insure that the men and women who are to do the practical work of the world will share the same atmosphere and inherit the same traditions as those preparing for the universities; further, the future engineer, and the young domestic worker, and the youth preparing for commerce will all share the same corporate life, and will learn to understand one another's outlook. Thus the ground work will be laid early in life of a common understanding and sympathy between the leaders of the professions and of the various industries of the world.

Educational Centres For Adults Proposed

BROOKLYN. — A recommendation that the Board of Education establish four educational centres for adults in Brooklyn on a five-year experimental basis is made in a study of adult education needs and demands in that borough by the Brooklyn Conference on Adult Education. The study contains the results of a three year survey. It was written by Dr. Frank Lorimer, research director of the conference and formerly lecturer in social theory at Wellesley College. "The suggestion looking toward the development of such schools is a fairly radical innovation in American adult education policy," Dr. Lorimer declared. "The proposal is founded on the idea that the basic vocational and cultural needs of the adult population in American cities are so vast that an effective movement to meet these needs must involve the expenditure of public funds."

Teachers Suggest Garden Schools

LONDON.—Gardens should be used as schools for small children, says the National Union of Teachers. Freedom of movement, constant change of occupation, and access to the open air are indispensable for children under the age of eight, a statement declared. School buildings of the bungalow type, with movable walls, are recommended. The atmosphere and methods of teaching young children differ so greatly from those for older pupils that separate school departments are desirable, the teachers believe.

College Students Warned to Come With Cash

ROCHESTER. — A movement to prevent students who seek to work their way through college from standing in the way of unemployed adults has been started by Arthur S. Gale, freshman dean at the University of Rochester. In a form letter sent to all prospective members of the class which will enter the college for men in September, Dr. Gale said: "It is essential that a student entering college this year have sufficient money on hand to pay all expenses for the first semester at least. Those without adequate funds are advised to remain out of college until a proper amount is accumulated."

COMMERCIAL STUDY
English Committee Notes Need For Business Training

LONDON.—A new attitude in Great Britain toward business education is indicated in the final report of the Committee on Education for Salesmanship of the British Board of Education, an attitude similar to the one that has grown up in the United States.

The committee recommends commerce as a profitable, worthy and interesting career, and points out that in its pursuit "the best type of man and woman, inspired by the highest ideals of service, can find full scope for the development and use of their character and ability."

The committee, composed of well-known business men and two representatives of the appointment boards of Oxford and Cambridge Universities, was appointed in the fall of 1928.

Secondary schools are urged to supply courses that will help in the commercial field, as a large increase is noted in the number of recruits they are supplying. "The best possible instruction . . . in English, mathematics (including arithmetic), science, geography, history and modern languages" is strongly recommended for this purpose, and the idea of linking subjects with each other and as far as possible with daily life appears in the recommendation that the last three subjects should be related, and that "teachers should make use of the reports of the Department of Overseas Trade."

A certain amount of specialization in the years 16 to 18 is advised.

Notes Contribution To Adult Education

CORVALLIS, Oregon. — Through newspapers and radio stations, and also through their own publications, the United States Department of Agriculture and the state agricultural colleges are making a valuable contribution to adult education in the United States, and at a small cost to the taxpayers, M. S. Eisenhower, Director of Information of the Federal Department, said in an address before the Association of Agricultural College Editors at Corvallis, Oregon. Tracing the haphazard growth of education, and pointing out that most institutions had centred on matriculated students, the speaker said adult education had been all but neglected. "Today," he continued, "no other institutions or group of institutions anywhere play so vital and effective a role in adult education as the state agricultural colleges and the United States Department of Agriculture. Our efforts in the field of adult education are very young. Being young, unbound by shackling traditions, we are not afraid to use every means developed by science to reach our ob-

jective. In agriculture there was never a time when adult education was so imperative as it is now. We may suffer some delay in teaching better breeding practices, or improved fertilizer practices, but if economic information is to be of any value at all, it must have an almost instantaneous and widespread distribution. Our plan, consequently, is not to decrease our press and radio efforts, but to increase them with the whole-hearted co-operation of more than fifty per cent. of America's radio stations and practically all of America's newspapers, farm papers, and trade journals."

Four Languages For Switzerland

GENEVA.—Switzerland, which already has three official languages—French, German, and Italian—has just decided to indulge in a fourth. The latter, which is known as "rhetoromanche," or "romanche," is regarded as Switzerland's only native language. It is believed to have been used originally by fugitive Tuscans when they sought refuge at the time of the first Roman kings. The language is spoken principally in the Canton of Grisons, and especially in the Engadine, although its use also is found in other portions of Switzerland. The Canton of Geneva has just decided to create a special chair at the University of Geneva for furthering its study and use.

Filipinos Seek To Ban English

MANILA. — Taking its cue from Vice-Governor George C. Butte, the Philippine Legislature has introduced a bill providing for the abandonment of instruction in English in the primary grades of public schools, substituting various native dialects. Dr. Butte made a radio speech, stating that a common language was unnecessary in the Philippines, and that the attempted instruction of English in primary grades was responsible for the failure of this phase of the educational system. His statement was hailed joyfully by the Filipino press and political leaders as a concession by an important official to the independence program, which has maintained that English is objectionable and linguistic unity is not necessary.

Sees Harm in Grouping Pupils

NEW YORK.—Grouping of children in classrooms, as now practiced in the public schools, is unscientific and works great harm on the individual student, according to Dr. Alice V. Keliher, research worker at Teachers College, Columbia University, who conducted a survey on intelligence tests. Taking 505 fifth and sixth grade pupils who were divided into fourteen intelligent test classes, ranging from "very bright" to "very dull," Dr. Keliher discovered that the children knew why they were placed in their special classes. Some of them, she said, when asked why they were in their particular class, would reply that it was a "smart class" or that it "means you are not bright." "The inference one may draw is that children are being led to accept a general level of ability which has been determined by a very restricted range of measures," she said. "In the grouping situation children are allowed to develop attitudes and self-pictures which are not based on the whole truth or even a very large part of it. In the light of the measures employed, it is a moral wrong to have children develop a general sense of slowness or brightness."

Better Schools Aid Children

CHICAGO.—Modern school buildings should be built within a community through application of a definite yardstick of specifications, if any correlation between the various plants is to be arrived at in determining the relation of school architecture to child health, the City Club of Chicago has found. After two years' study of building and housing conditions in the Chicago public schools, the housing and public health committee of the City Club discovered that the problem is too vast, the differences between school plants and their locations too great to permit of definite conclusion in regard to child health and architecture. Standardization of school construction on the basis of varying conditions is vital, the committee found, in order to give children of all classes equal chances. During the last five years, according to the committee report, there has been evident in Chicago a new style of school architecture based on the needs of children, which has resulted in a much improved school plant.

Turks Want Turks To Teach Schools

BEYOGLU, Turkey. — A sudden order from the Ministry of Education that in the future all foreign and minority schools must employ Turkish professors to teach Turkish pupils geography, history and civics, in the Turkish language, has caused considerable consternation and disorganization among the directorates of these institutions. The order, which furthermore stated that these subjects be taught according to the general prospectus followed in all Turkish schools, came shortly before re-opening, with the result that these institutions were unable to cancel contracts already concluded with foreign professors for the next term. American and French schools are affected more than others by the new restrictions, for they are most numerous. The Turkish authorities have every right to impose such restrictions, but the American Ambassador intends to make a personal appeal to them for one year's postponement of the order to obviate financial loss, for which the American schools become liable.

Philadelphia Plans Patrols for Schools

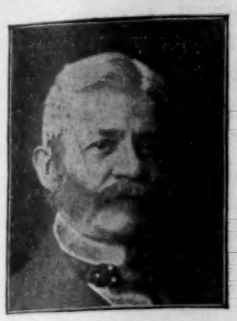
PHILADELPHIA. — The safety patrol system will be reinstated in the schools of this city at the beginning of the fall term, according to Dr. Edwin W. Adams, associate superintendent of schools here, and about 3,500 school children will thus be enrolled in the organization intended to avoid mishaps. "A comprehensive plan for such a system has been drawn up by Grover W. Mueller, director of the division of physical and health education," Dr. Adams said, "and will be operated under the direction of Philip G. Lewis, supervisor of safety patrols, assisted by other supervisors of the division." The safety patrol system was organized in 1924 and carried on successfully until 1929, at which time the solicitor for the Board of Education ruled that, should a child be injured while performing safety patrol duty, the Board of Education would be responsible. The system was then abandoned. Because of a recent change in the school code by the Legislature, this liability no longer holds.

Universities Neglect Business Subjects

NEW YORK.—A survey just completed by the Bureau of Research and Education of the Education and Advertising Federation of America, whose headquarters are in New York City, finds that while adequate courses in general business training are included in the curricula of nearly all American colleges, only thirty-seven of these institutions provide adequate instructions in fundamental subjects relating to commodity distribution and sales. Advertising, marketing, salesmanship, retailing and wholesaling, foreign trade and transportation are listed as the most important business subjects. The survey covered 633 institutions. In these, with a total of 25,460,000 semester hours of instruction, less than five per cent. of the curriculum time was devoted to business training.

Boston Schools To Have More Seats

BOSTON. — Room for the 2,000 more school children expected to register at Boston schools this fall, is being provided for by additional seats in seven new buildings or additions. The present building program, when com-



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pleted for the opening day, will have cost the city $1,638,000. In addition to this expenditure, contracts have been made for placing fire escapes on twelve buildings at a cost of $48,000; modernized plumbing will be placed in sixteen buildings at a cost of $122,000, and modern heating equipment in twenty-three buildings will cost $96,000.

Turkish Websters Arrive At Letter B After 2 Years

ISTAMBUL. — Making the new Turkish language is proving a difficult task. A commission has been sitting in Angora for more than two years composing the grammar and dictionary, but in the latter work has not got beyond the letter B, and the former is only now ready for publication. The difficulties are great. The language is being based on the French Larousse dictionary, every word in which is to have a new Turkish equivalent. As Turkish was never a very rich language, and as all the Arabic and Persian words are being eliminated, it means that a large proportion of the vocabulary has to be invented. Turkish, too, never had any modern scientific or psychological terms, and so these also have to be created. The commissioners try to find Turkish roots out of which they can legitimately compose the equivalent of modern European scientific terminology. In the letter A alone the new words invented exceed 10,000. Many Turks say they are unpalatable mouthfuls and will never be used by the ordinary man.

Southern California's New Entrance Plan

LOS ANGELES.—More and more sacrilegious hands are being laid on the venerable college entrance requirements. The University of Southern California is to begin in September a three-year experiment with seventy selected students who have not satisfied the usual requirements to see whether they are, none the less, able to do satisfactory college work. The students will have to pass scholastic aptitude tests and supply personal recommendations as to their scholastic promise, and they will be required to live at home or in the dormitories under a rigid regimen, without participating in intercollegiate athletics, or joining campus clubs or fraternities. If after a year they have proved their ability to do satisfactory work, they will be admitted to full standing.

University of California Teaches Indian Culture

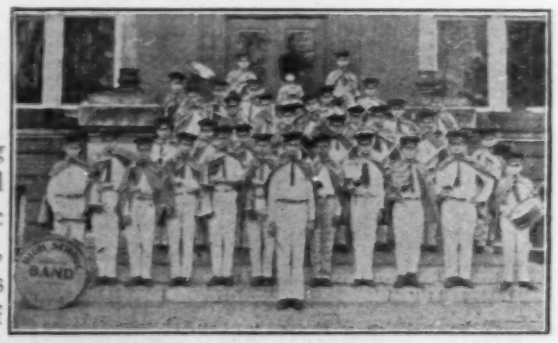
SAN FRANCISCO. — In keeping with recent movements to understand the culture and to better the economic condition of the Indian in this country, a course, "Indians of California," is being given here by the University of California extension division. The first in the series of lectures was given by Edward W. Gifford, curator of the university's museum of anthropology. He declared that California had a number of Indian civilizations instead of one uniform culture, and that it was the purpose of the course to study and compare them.

Concord Schools Have New Grade

CONCORD, Mass.—With the opening of the local public schools in September, the building next to the Peter Bulkeley School will be used for the first time for a sub-primary grade, which is to be introduced in the school system this fall. A similar grade will be conducted at West Concord.

Prussia to Bar New Teachers

BERLIN.—Beginning on April 1, 1933, no new teachers will be appointed to the intermediate schools of Prussia. The grade teaching profession has become so overcrowded that there are many more aspirants than vacancies, and the demand has been lessened by retrenchments enforced by hard times. The Ministry of Education, therefore, has issued an order limiting admission to teaching posts to candidates who have passed examinations by April 1, 1933, and directing that training courses cease in the Spring of 1932.



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Grins Between Grinds

One Consolation

To avoid chartering a special car to ship two hundred pounds of Limburger cheese, a manufacturer packed it in a rough, oblong box and checked it as a corpse. At the first stop he went ahead to the baggage car to see that there was no trouble. He stood by the box in a disconsolate attitude and shaded his eyes with his hand. The baggage man was sympathetic. "A relative?" he asked.

"Yes, it's my brother,"

"Well, you have one consolation. He's dead, all right."

A Word of Caution

Bald-headed man—"You say this hair restorer is very good, do you?"

Druggist—"Yes, sir. I know a man who took the cork out of a bottle of this stuff with his teeth and the next day he had a moustache."

No Error

"There is no such word as fale," wrote Johnny on the blackboard.

"Why don't you correct him?" asked a visitor to the teacher.

"His statement is absolutely correct as it stands," was the calm reply.—Boston Transcript.

Doctor Away

Jamerson — "Why do you suppose Knight passes by here every day eating an apple?"

Saunders—"I guess he's on his way to see that old girl of his, the doctor's wife."

Realistic

Three ladies of color were in a heated debate over their husbands' cleverness in playing the violin.

"When mah ol' man plays 'Ol' Black Joe' on his fiddle," said Mandy, "you can jes' heah ol' Joe's cane apeckin' along de road."

"When mah husban' plays 'Swanee Ribber,'" boasted Liza, "yo' can heah de waves ripplin' ovah de rocks."

"Huh," declared Blossom, "dat's nuthing' a-tall. When mah sugah plum takes up his fiddle and plays 'De Ol' Cat Played in de Shavins,' you could jes' heah yo' mammy throwin' a shoe at it."

Defects Versus Assets

A colored applicant for a permit to drive an automobile in Washington painfully but diligently labored to answer the required questions. No, he had not had epileptic fits. Yes, his eyesight was good. Any other physical defects?

He pondered, then wrote: "Wife and child."

He explained to officials that he thought that meant "assets."

Motor Car Hiccoughs

For some time now those midget cars have been furnishing fun for the columnists. The latest story is that a traffic officer noticed one of them jumping along the street in a kangaroo-like manner and called to the driver: "What's the matter with that car?"

"It's all right, officer," came the reply. "I've got a little touch of the hiccoughs. I'll be over it in a few minutes."

Big Business

Teacher—"Jimmy, why do you spell bank with a large B?"

Jimmy—"Cause my pa says that a bank is no good unless it has a large capital."

Alumni Now Have Preceptor

The preceptorial system, by which small classes meet informally with instructors, usually young, to discuss assigned subjects in a friendly, intimate manner, has been extended at Princeton University to an alumni group. One is conducted by Professor Robert K. Root of the English Department. As students there are three bankers, three business men and one teacher, living in New York and Philadelphia. The assignments are longer than those of the usual undergraduate preceptorial. Sessions of discussion, lasting two or three hours, are held three times a year after a dinner at one of the college clubs.

Truancy Causes Studied

School attendance and census officers from throughout New York attended a conference on problems of school attendance and pupil adjustment at Cornell University in July. The conference was held by the New York State Department of Education and the Cornell Graduate School of Education in co-operation. The object of the conference was to study the causes of non-attendance in an effort to correct that condition at its source, rather than to try merely to enforce attendance.

Man of Forty Gets Diploma

The graduating class at the Deep River High School, Middletown, Conn., this year had as one of its members, F. Howard Stickney, who is forty years old and the senior by several years of some parents of other graduates. He entered the high school at thirty-eight, and completed the course in two years. He decided several years ago that he wanted to be a lawyer. He had

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never gone beyond the grammar grades, so he decided to enter high school. Mr. Stickney received rounds of applause from his fellowtownsmen when Harold E. Jobson, chairman of the Board of Education, handed a diploma to him.

Says Depression Helps Student

Ernest H. Lindley, chancellor of the University of Kansas, has found some of the silver lining of the business depression cloud. Students are more careful about spending money, and show more interest in their work now, whereas in boom times the opposite is the case, he says.

What Is Happiness?

By Orville Theodore Fletcher

It is release from want and worry and woe;
It is the return of health after sickness, leisure after labor, peace after war;
It is the retreat of foes in defeat, falsehoods before facts, fears before faith;
It is the rapture in work well done, play well played, life well lived;
It is refuge from regret and remorse and repining over time misspent, talents wasted, truth denied;
It is the romance of aims achieved, purposes fulfilled, goals gained, ends attained;
It is the reclaim from opportunities neglected, obligation rejected, offenses committed;
It is the resilience of a noble impulse, a worthy motive, a fine ideal;
It is reconciliation through understanding, forgiveness, forbearance, friendship;
It is the reciprocity of sympathy, fellowship, and goodwill:
It is the result of contentment in conditions that cannot be changed;
It is the reward of duty done, service rendered, temptations resisted, sorrows shared;
It is the realization of beauty loved, truth obeyed, the gleam followed;
It is the rejoicing that comes from an abiding faith in "the things unseen," a living hope that "the best is yet to be," and a wholesome love for all that makes life worth living.

—Congregationalist.

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